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THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE CAMPUS - A CASE STUDY AT MT. SAN JACINTO COLLEGE.

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THE FIRST STEP IN USING THE MULTIMEDIA APPROACH IS WRITING OBJECTIVES IN BEHAVIORAL TERMS. THE SECOND STEP INVOLVES THE DETERMINATION OF WHICH MEDIA OR "TOOLS" WILL BEST MEET THE NEEDS OF THE STUDENTS IN ACCOMPLISHING THE SPECIFIC OBJECTIVES. ADMINISTRATORS AT MOUNT SAN JACINTO FELT THAT THE ROLE OF THE LIBRARY IN THIS APPROACH IS TO SERVE THE INSTRUCTIONAL NEEDS OF THE SCHOOL. RESEARCH INTO PLANNING THE NEW LIBRARY REVEALED THE WEAKNESSES OF THE TRADITIONAL LIBRARY. THE INSTRUCTIONAL CENTER LIBRARY (ICL) IS CONCEIVED AS A TOTAL INSTRUCTIONAL RESOURCE CENTER. THE IMPLICATIONS FOR LIBRARY PERSONNEL ARE GREAT. THE LIBRARIAN MUST BE AWARE OF THE PROBLEMS IN TEACHING, HAVE HAD EXPERIENCE IN AUDIOVISUAL WORK, HAVE HAD ADEQUATE LIBRARY TRAINING, AND POSSESS AN APPROPRIATE CREDENTIAL. THE ICL FACILITIES INCLUDE CARRELS WITH FILMSTRIP PROJECTORS AND TAPE RECORDER, FACULTY OFFICES, CLASSROOMS, SMALL GROUP-DISCUSSION ROOMS, LISTENING STATIONS, AND THE MULTIMEDIA MATERIALS WHICH EACH INSTRUCTOR MUST PRODUCE TO MEET HIS OBJECTIVES. THERE HAVE BEEN WEEKLY AND MONTHLY INSTRUCTIONAL MATERIAL CIRCULATION REPORTS AND A STUDENT AND FACULTY QUESTIONNAIRE TO DETERMINE THE REACTIONS AND SUGGESTIONS FOR IMPROVEMENT. SAMPLES AND ANALYSIS OF THE QUESTIONNARIES ARE INCLUDED IN THE REPORT. (HS)

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A Research Paper

Presented to

Dr. B. Lamar Johnson

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 29 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

In Partial Fulfillment

of the Requirements for the Course

The Administration of Higher Education

by

C. Loran Lee

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THE CHANGING ROLE OF THE LIBRARY ON THE JUNIOR COLLEGE CAMPUS - A CASE STUDY AT MT. SAN JACINTO COLLEGE

Mt. San Jacinto College was established by vote of the people in 1961, but it became an operating junior college in September of 1963. During the first year of operation day students were allowed to attend the junior college of their choice with the local district paying for their tuition. Evening students were encouraged to attend classes that were established in rented quarters in high school buildings and leased commercial buildings. The college moved into buildings on a new campus in September, 1966, with a full-time enrollment of approximately 400 students. The completed buildings to date include: (a) administration, (b) classroom complex, (c) student union, (d) music-drama, (e) physical education, (f) vocational education, and (g) an experimental "instructional-center-library." It is with the philosophy of design, purposes, and uses of the latter building with which this paper will be concerned.

The Innovative "Multi-Media" Program

From the beginning, the instructional program to be offered at Mt. San Jacinto College was the foremost

concern of the administrators and Board of Trustees. A study of the innovations of other institutions, review of the literature, visits to innovative campuses, and consultations with professors of the junior college curriculum at the University of California at Los Angeles were undertaken to ascertain the direction the instructional program should take. In addition, an investigation of the services offered by other educational "consultants" such as Litton Industries were undertaken.

After much investigation and "consultation" a decision was made that Mt. San Jacinto College would develop a program utilizing the "systems" approach to instruction. [Sometimes called the "multi-media"* approach.] The "new" program of instruction called for each individual instructor to develop specific terminal behavioral objectives for each of his courses. This means that the instructor must describe in writing the specific type of behavior which he expects the student to attain at the end of a specific learning period or project.

As mentioned above, the first step in the "multi-media" approach is that of writing objectives in specific

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* "Multi-media" refers to those "tools", i.e., filmstrips, syllabi, tape recordings, films, etc., which are used to best meet the instructional objective.

behavioral terms. The second step involves the determination of which "media" or "tools" will best meet the needs of the students in accomplishing the specific objective. Since the "tools" required to meet the objective may include many items in addition to books, pamphlets, references, and similar materials, an investigation was made to determine whether the "traditional" library would serve the purposes of such an approach. An "interim librarian" was initially hired to serve the needs of students while the curriculum and library investigations were in progress.

Although the type of instructional program initiated at Mt. San Jacinto College was regarded as being of prime importance, the administrators also felt that the library services were co-equal since, in their opinion, the purpose of a "library" is to <u>serve</u> the instructional needs. The role of the "library" in the "multi-media"* instructional approach is great since it serves as a primary tool in the instructional process. There is, of necessity, direct involvement of "library" personnel and facilities in this approach. The administration agreed with the philosophy as stated by Dr. B. Lamar Johnson that, "the type of instruction carried on inevitably affects the library

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* See definition of "multi-media" on page two.

and its use."[1] For these reasons, it was necessary that a careful study be made to determine the strengths and weaknesses of contemporary junior college libraries before planning the physical facilities of the "library" at Mt. San Jacinto College.

Problems of the "Traditional" Library

In the process of planning for library facilities which would serve the new "multi-media" instructional program being developed, the administration wished to identify and eliminate, if possible, some of the outstanding weaknesses associated with "traditional" libraries. Some of these weaknesses are:

1. Low student use of books and other library materials.
2. Separation of materials from the instructional program.
3. Dichotomy of philosophy of the "professional" librarian and the philosophy of the faculty.
4. Lack of knowledge and interest of faculty members in regards to the library and its functions.
5. Lack of "involvement" of the faculty members in book selection processes and planning of physical facilities of the library.
6. Geographical separation of the library from the students and teachers.
7. The librarian is not directly involved in the instructional program.

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1 B. Lamar Johnson, "Vitalizing a College Library": A Quarter Century Later," The Junior College Library, (Occasional Report Number Eight, University of California, Los Angeles, 1966), p. 28.

8. The role of the librarian is an "information-center" and builder of "collections" of books.

9. The librarian as a specialist in finding information when called upon.

10. Librarians need more insight into the learning process and the instructional program rather than merely information concerning how to buy and catalog books and keep them from getting lost.[2]

In addition to the weaknesses outlined above, Dr. Ralph Ellsworth, nationally famous for his leadership in library research, further emphasizes the faults of the older "traditional" libraries in the following statements:

> "Their faults are legion. They herded hundreds of students together in large reading rooms and thereby prevented the feeling of seclusion students like when they read. They separated students from the books. They could not provide small conference and discussion rooms adjacent to the reading rooms. They strait-jacketed the kind of service librarians could give and thus affected the kind of relationship students and librarians could have. They provided no places where students and faculty could meet in an easy, natural relationship near books. They were cold and formal and lacking in gracefulness. They were grey in color and tone. They lacked the kind of human scale twentieth-century students like."[3]

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[2] Personal interview with Joseph L. Bishop, Director of Instruction, Mt. San Jacinto College.

[3] Ralph E. Ellsworth, "The University Library and the Lifetime Reader," in Jacob M. Price, ed., Reading for Life (Ann Arbor: University of Michigan Press, 1959), p. 229.

Strengths of "Instructional-Center Libraries"

The concept of an "instructional-center library" as developed by Mt. San Jacinto College is obviously quite different from the "traditional" libraries. This type of library is conceived as a total instructional resource center which, like those of the St. Louis Junior College District[4] provides a wide range of audio-visual equipment, listening facilities, and "multia-media" materials which play as much a part in library services at Mt. San Jacinto College as books and periodicals do in the "traditional" library.

Library Personnel. The primary purpose in the development of a concept such as that of uniting the library and "instructional-center" is the uniting of instruction and materials. This philosophy has obvious implications in terms of selection of library personnel. The "librarian" must be a person who has had experience in the classroom and is well aware of the problems involved in teaching in order to function properly. The person must also have had some experience in audio-visual work and adequate library training as well as possessing a general secondary

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[4] Robert C. Jones, "The Junior College District of St. Louis," The Junior College Library (Occasional Report Number Eight, University of California, Los Angeles, Jan. 1966), p. 28.

credential. Since a person with such specific qualifications may be difficult to find, it may become necessary for the institution to select an individual with the necessary interests and qualifications and give the additional training necessary. Such was the case at Mt. San Jacinto College.

Library Personnel: A Case Study. In the early planning stages of the college one of the primary goals was the realization of an "instructional-center-library" combination with the Director of Instruction being responsible for both the library and instructional program of the college. Since no qualified person was available for this position an instructor was selected and trained. A professional librarian was hired and assigned to train both library clerks and the instructor, who, it was planned, would be the director of instruction and administrator in charge of the library when he completed administrative credential requirements. After the first four months, the professional librarian was no longer retained and the County Library Consultant was brought in regularly to continue the training of the instructor and library clerks. The instructor continued his library training by enrolling in classes at a near-by university. The instructor selected as Director of Instruction and Library, Joseph L. Bishop, is presently functioning in this dual

capacity. After functioning in this capacity for two years, the enrollment of the college has reached four hundred full-time day students and a librarian with the qualifications previously outlined is being sought for the school year 1967-68. This person will work directly with the Director of Instruction in a manner consistent with the educational philosophy of the institution. The Director of Instruction will continue to serve as director of the "instructional-center-library" with the "professional" librarian serving as his assistant. The theory, of course, is that the Director of Instruction will be in a better position to analyze and describe needs and means, in terms of materials, since he is working directly with the total instructional program. This method will continue to serve the purpose of uniting materials with instruction. A list of "library tools"[5] necessary for a librarian working with the "multi-media" type of instruction at Mt. San Jacinto College is included in the appendix.

The Experimental "Instructional-Center-Library" at Mt. San Jacinto College. Since library services, with respect to both operating costs and capital outlay, are among the most expensive items in the educational

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5 See the appendix for a list of "library tools" as compiled by Mt. San Jacinto College.

process, Mt. San Jacinto College wanted their "library" to be more than a mere depository of books. The "library" on the new campus was envisioned as a resource center for the furtherance of learning. Since there were some unproven theories concerning the "workability" of certain of the concepts concerning the role and function of an "instructional-center-library* which needed to be "field-tested" before spending large sums of money on a large building complex, a decision was made to first construct a relatively small experimental "ILC." This building, as presently constructed, contains many of the features which the administration felt should be "field-tested" before planning the permanent "ILC." All of these features are directly related to the philosophy of uniting the instruction and materials.

Features of the "ILC" at Mt. San Jacinto College. The features, as outlined in the following pages, contain a physical description, if applicable, an explanation of the philosophy and/or purpose of existence, and, where possible, an observation as to the degree of success met to date.

1. Carrels. The new experimental "ICL" contains nearly one hundred individual carrels which are

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* The "instructional-center library" will hereafter be referred to as the "ICL" in this paper.

surrounded by shelves of library books and other instructional materials. Each carrel is provided with a filmstrip projector and tape recorder. The student checks out the necessary recorded information (media such as lectures, music, dialogue, poetry, etc.) needed to help in the completion of a learning task. The student may also use printed material along with the audio-visual resources in the completion of a specific task. For example, frequent assignments in music literature classes require the use of a tape for listening purposes and a score of music which the student follows simultaneously. All of the "media" for the completion of a specific learning task, which has been outlined in specific behavioral terms, is readily available in the "ICL."

A credentialed instructor is on duty in the "ICL" at all times in the event a student needs individual assistance. In addition, three instructors who use the "multi-media" method of teaching exclusively, have their offices in the "ICL." They are available for individual help in addition to the instructor on duty. The hours spent in the "ICL" count as part of the instructor's work load. This is a unique approach which is an effort to unite materials with the instructional program.

2. "Multi-Media" Materials. After the instructor has written his course objectives in specific terminal behavioral terms, the next step is the determination of which "media" will best accomplish the objective. Since each "program" developed is an individualized system, commercially produced materials, such as filmstrips and tapes do not usually meet the objectives. Therefore, each instructor must produce his own "media" to meet his course objectives. To help him accomplish this large task, a full-time audio-visual consultant is housed in the "ICL" with the assignment of producing filmstrips, tape recordings, slides, illustrations, and other audio-visual materials requested by the instructors.

The office of coordinator of audio-visual materials was purposely housed in the experimental "ICL" in an effort to emphasize the uniting of instruction with materials. Another reason is that the "media" are physically produced as well as used in the same building.

3. Instructors' Offices. The offices of three instructors who use the "multi-media" instructional method exclusively are housed in the experimental "ICL." This, again, was an experimental effort toward the uniting of instruction and materials.

Instructors with offices in the "ICL" as well as students, are very enthusiastic concerning this arrangement. The only complaints heard thus far are that the

teachers have little "free" time since a student is nearly always in the office for individual help and conferences. The administrative officials are also very pleased with the response to this arrangement.

Some typical student comments applauding the "ICL" office arrangement are, "now I have the chance to really get to know my instructor for the first time; or, "gee, how can you miss with a system where everything is spelled out for you and the instructor is willing to help you along the way?"

Other advantages of such an arrangement are that the instructor motivates student use of "ICL" instructional resources since everything is literally within "arm's reach," and the instructor feels a personal interest in the acquisition of "ICL" instructional materials and "media." With the student carrels and instructors' offices in the "ICL" where the individual is literally "surrounded" by the "stacks" and other materials, there is a greater opportunity for student and faculty interest and use. A conscious effort was made to place instructors' offices near their area of materials and instructional resources. Thus, when a student visits the instructor in his office, he literally must "walk through" the instructional materials in order to arrive at his destination.

Since the instructors' offices are located in the "library" a type of "lab-personalized" instruction can efficiently take place. The plan is designed to allow each student to take advantage of his own learning speed and is based on an awareness of individual differences in aptitude and achievements among students. The student is freed from recitation and other conventional class routines. The classroom ceases to be a recitation and lecture room.

4. Classrooms. Small classrooms are contained in the "ICL" in addition to instructors' offices. Offices and classrooms are adjacent to those areas of the "ICL" which house collections of books and other instructional materials relating to their particular discipline. Through this approach, the instructor actually teaches in the "laboratory" in that materials are readily available to the student "on the spot." Students are, consequently, constantly "exposed" to instructional materials and "media" for reaching a specific objective, thus fulfilling the over-all objective of uniting instruction and "media." Since the junior college is known as a "teaching institution" where the students "get to know" their instructors, the administration of Mt. San Jacinto College felt that the experimental "ICL" should reflect this philosophy.

As Footlick observed:

> ...the emphasis on teaching may well give junior-college students an edge on freshmen and sophomores at more famous institutions, where the faculty may be dotted with big names who see only graduate students.[6]

Classrooms in the library are flexible in that they can be used for group work and/or discussion when classes are not being held.

5. Small-Group Rooms. Several rooms are provided in the "ICL" where small groups can meet for discussion, view filmstrips, and listen to music or other types of recordings. Individual listening stations are also provided in one of these rooms where up to five students may listen to a recording simultaneously while viewing a filmstrip, following a music score, or other printed materials.

Several typewriters are provided in one of the rooms for student use and plans are made for installation of reproduction machines where students can reproduce materials at no cost.

6. Noise Control. The acoustical design and arrangement of the carrels greatly assists in reducing the noise factor in the "ICL." The students report a feeling of privacy and isolation from distracting noises

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6 Jerrold K. Footlick, "Junior Colleges Fill Man-Sized Role in Education," National Observer (Nov. 16, 1965), p. 11.

and movement of people common to many "libraries." The carpeting which is used throughout the experimental "ICL" not only reduces the amount of noise, but also provides a relaxed atmosphere conducive to the development of good study habits. Another advantage of carpeting, according to at least one report, is that it is "fairly inexpensive to install and to maintain in the long run."[7]

7. Philosophy of "Media" Acquisition. The need for faculty involvement in planning the acquisition of printed materials and other types of "media" for the new "ICL" became increasingly clear as concise plans were formulated. The problems of involving a faculty in this process who were trained as undergraduates in lecture and textbook fashion, and trained as graduates in terms of narrow specialities was, and continues to be, one of the most important barriers to curriculum-library integration. As mentioned previously, one of the most successful methods of solving this problem at this institution has been the placing of faculty offices in the "ICL." Another successful method of involvement has been the great emphasis placed upon the instructor as the "key" person dictating the needs

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7 Peter Masiko, Jr., "Miami-Dade Junior College," The Junior College Library (Occasional Report Number Eight, University of California, Los Angeles, Jan. 1966), p. 88.

for a book acquisition program. Faculty members have recommended several time-saving devices to help them function more efficiently and rapidly in book selection. One example is the request for the "library clerk" to prepare a list of the ten most recommended books periodically and ask the instructor to check those books which are most pertinent to the objectives of his courses. Through such a process of involvement the instructor has actually assumed a primary role in determining what materials shall be placed in the library and the librarian has assumed a secondary role. This procedure is, of course, in direct contrast to "traditional" methods of library operation. A number of faculty members have expressed the opinion that Mt. San Jacinto College has fewer "unused" books on the library shelves than most "typical" junior college libraries. If this is true, it can be directly attributed to the system of faculty involvement in the selection of books and other "media" materials.

a. Problem of Library Work-Load. Work associated with the library is demanding of the time of the instructor and the more students he has the less time he can devote to participation in the library processes such as book acquisition. The work required even for

simple library projects has emphasized the need for an administrative decision concerning faculty loads.[8]

8. The "Instruction-Oriented" Librarian. As mentioned earlier, the librarian working in the "multi-media" instructional program must have had classroom teaching experience as a part of his training. This is essential because the role of the librarian in the "multi-media" system is one of understanding the instructional process in order to provide the guidance and assistance necessary. Under this system the librarian becomes much more than a mere custodian of books. He must be the type of individual who not only encourages intellectual pursuits but also helps create an atmosphere that encourages thought.

9. Summary of "Physical-Properties" of "ICL." By way of summary, the "ICL" houses some : (1) faculty offices, (2) classrooms, (3) small group-discussion rooms, (4) ninety-three individual carrels for quiet study and audio-visual work, (5) listening stations, and (6) students, all of which are under the direction and supervision of the Director of Instruction and Library. There are quiet areas and "noisy" areas where student discussion can take place.

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8 A "point" system of equalizing faculty work load has been recently developed by Joseph L. Bishop, Director of Instruction, which includes credit for library work.

a. Traffic Control. An initial problem in planning the physical layout of the "ICL" building was that of maintaining traffic control with so many students going in and out of the building. This problem was solved by installing a turnstile, with a student librarian assisting in checking those leaving the building. This is a unique feature of the""ICL" and has worked very well thus far. There have been few book losses according to the library clerks.

Validation of the "ICL" at Mt. San Jacinto College

In May of 1966 the "Research and Development Committee" of the California Junior College Association issued a report entitled the "Critical Problems and Needs of California Junior Colleges."[9] From among the library recommendations of this committee, the Director of Instruction and Library chose four areas to emphasize with the opening of the new "ICL" in September, 1966. These areas are:

1. Development of guidelines to measure effective use of library materials.

2. Define the responsibility of the library with regard to audio and visual aids and equipment.

3. Define the relationship of the library to teaching materials center.

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[9] Basil H. Peterson, "Critical Problems and Needs of California Junior Colleges," California Junior College Association (May, 1966), p. 9. (planographed)

4. Determine the value and use in conjunction with the library of listening rooms, typing rooms, reading improvement machines, individual study rooms, group study rooms, language laboratories, etc.

Thus far, there have been weekly and monthly instructional material circulation reports and a student and faculty questionnaire to determine the reactions and suggestions for improvement of certain policies in regards to the four areas listed above.

Other guidelines which are being used in evaluating the effectiveness of the "ICL" are those described by Randall and Goodrich. According to them the function and purposes of a "modern" college library are four:[10]

1. To furnish the books required for collateral reading in connection with the courses offered, together with related material, including material required by the faculty members for instructional purposes.

2. To furnish books for voluntary reading by students and to promote their use.

3. To provide a comprehensive selection of authoritative books covering all fields of knowledge and to make their contents easily accessible.

4. To train students in the use of library materials and to integrate the library with the instructional program.

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[10] William M. Randall and Francis L. D. Goodrich, Principles of College Library Administration, 2nd. ed. (Chicago, Ill.: American Library Association and the University of Chicago Press, 1941), p. 19.

The instructional philosophy of Mt. San Jacinto College, as reflected in the floor plan of the "ICL," closely parallels the suggestions as outlined in numbers three and four of the preceding outline. As mentioned previously, all instructional materials are located adjacent to and surrounding the individual carrels and library classrooms. The student is, in fact, literally surrounded with library-instructional materials. The "library" and instructional materials are, as recommended, integrated to a large extent. Through experience and research, ways will, no doubt, be found to integrate these two processes to an even greater extent. Much of the success of the "integration" effort will depend on what Thomas Edward Blackwell terms "the qualities of a good library administrator."[11] The library reflects the institution which is increasingly apparent at Mt. San Jacinto College.

A. Faculty Questionnaire.[12] The faculty questionnaire was divided into three sections. Section "I" was answered by teachers using "traditional" methods of instruction, Section "II" was answered only by those teachers utilizing the "multi-media" method of

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[11] Thomas Edward Blackwell, College and University Administration, (New York: The Center for Applied Research in Education, Inc., 1966), p. 51.

[12] See Appendix for complete questionnaire.

instruction, and Section "III" was answered by both. There were fifteen questionnaires completed and returned for tabulation. This represents a one hundred percent return. Questionnaires were sent only to full-time faculty members.

I. The questions asked "traditional" teachers were as follows:

1. Do students have regular assignments in the "ICL" or reason to go to the library for materials to complete assignments?

Seventy-five percent of the "traditional" teachers answered "yes" to this question. The most typical reasons given for a library assignment were the (a) research paper, or (b) oral report.

2. Can you suggest a <u>method</u> of stimulating teachers to motivate student use of printed material and other instructional resources contained in the "ICL?"

There was a wide range of answers and comments to this particular question. Some of the <u>criticisms</u> leveled at the experimental "ICL" were: (a) There is a need for display areas where student interest can be motivated." There is no provision for such an area at present. (b) "There needs to be "browsing areas." (c) "There needs to be areas other than carrels and small rooms where the students can relax in an 'easy chair'." and (d) "I forget there's a 'library' with

so much emphasis on tapes, filmstrips, and other "media" materials."

II. The questions asked "multi-media" teachers* were as follows:

1. Do you feel that by using the "multi-media" approach to teaching your students now use the "ICL" more?

The answer was a unanimous "yes." The general consensus of opinion was that the students are exposed through physical contact to more books and instructional materials than ever before because of the floor plan of the "ICL." Another reason given for the affirmative answer was that the assignments are now much clearer to the student and are more specific.

2. Do you make assignments whereby students are required to do more work in the "ICL?" (In addition to the use of tapes, filmstrips and other "media" used as a regular part of the class.)

The answer was unanimous in the affirmative. The one qualification which most faculty members inserted was that the <u>type of material used</u> was in direct relation to the objective sought; therefore, the "media" used was not always printed materials.

3. Does the fact that small group sessions are held in the "ICL" affect utilization of printed materials such as books, periodicals, etc.?

The answer was again a unanimous "yes." The group expressed great enthusiasm for the classroom

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* There are four teachers using the "multi-media" instructional approach exclusively.

location in the "ICL." Typical of the comments is, "the fact that classes are held in an environment where the student is surrounded by instructional materials makes both the teacher and student more interested in investigating the many resources available for learning.

4. Does the"ICL" reflect the strengths and needs of the "multi-media" instructional program?

Only sixty-seven percent of the faculty felt that the "ICL" as presently constituted reflects the needs of the "multi-media" instructional program. The concensus of opinion was that there is a need for more good resource materials such as pictures, diagrams, maps, etc. Several faculty members also indicated the difficulty of finding all of the necessary materials with which to "put together" a good filmstrip or series of slides.

III. Multi-Media and Traditional Instructors.

The following questions were completed by both the "traditional" and "multi-media" instructors.

1. What are you as an instructor doing to stimulate students to get the most out of the"ICL."

   a. Do you have a specific "plan" which motivates students to use the "ICL" "resources?" (printed materials as well as "multi-media" resources.

   b. What, in addition, might the students do?

The most common answer to the first part of the preceding question was that the instructor must give

students specific assignments in order to motivate their use of the "ICL." In answer to part two of the question, some of the most creative plans of motivation were as follows:

(a) "Browsing" assignments where the students are either given a topic or are allowed to choose a subject and are then required to turn in an annotated bibliography on the subject.

(b) Informal discussions between instructor and students concerning the strengths and weaknesses of the "ICL" and use of near-by college libraries in areas where the Mt. San Jacinto College "ICL" is presently weak.

(c) The instructor should make the assignments applicable to the objective sought. For example, the assignment should encourage thought rather than mere exercise in "ICL" research.

In response to the last part of the preceding question, the faculty recommended oral reports, symposiums, and committee work in the "ICL."

2. How can the "ICL" be used as an agency for improved teaching?

One of the most interesting faculty responses to the preceding question was the recommendation that certain books be shelved in a specific area by teachers rather than by curriculum or subject taught. This

would mean that a recommended reading list would probably cross subject area lines. Other suggestions included ideas that the present experimental "ICL" should have more reading areas in addition to the carrels, and that "media" for improved teaching should be obtained in the "ICL."

3. Can you suggest a more efficient or effective way of teacher-involvement in the selection of books and other instructional materials for the "ICL" than that presently used? (i.e., asking each instructor to submit a list of desired books)

The most significant suggestion in response to the above question was that the "ICL" clerk should periodically prepare a list of recommended books in particular subjects or disciplines for instructor perusal and selection. In addition, the instructor could submit new lists as courses are revised and the objectives are changed.

B. Student Questionnaire.[13] The student questionnaire was answered by only a sampling of one hundred and forty-two students currently enrolled in courses using both the "traditional" and "multi-media" instructional approaches. The questions and responses are as follows:

1. What do your instructors in classes which are "traditionally taught" do to encourage your effective use of the library facilities--books, periodicals, etc? (Not merely use of carrels and equipment contained therein)

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13 See Appendix for complete questionnaire.

Check one of the following:

a. 19 a great deal

b. 80 an "average" amount

c. 45 very little

other comments _____

As noted in the statistics above, few students felt that their instructors encouraged the use of printed materials to any great extent. Typical of the student comments were: "very little motivation at except occasional special assignments such as reports and term papers." Several students indicated that their instructor encouraged them to do research in the library at the University of California, Riverside.

2. What do your instructors in classes using the new "multi-media" approach to teaching do to encourage you to use the "ICL" (library) printed materials (i.e. books, periodicals, etc.)

a. 59 More library use than in "traditional" classes.

b. 52 About the same amount of "ICL" (library) assignments as in "traditional" classes.

c. 30 Less "ICL" (library) assignments than in "traditional" classes. (excluding work assigned in carrels)

other comments_____

In contrast to the previous question concerning student "ICL" use in "traditional" classes, the students in "multi-media" classes indicate a slightly higher "more"

usuage. The "very little" column is significantly less than in "traditional" classes also.

The findings tend to indicate that "multi-media" students are more highly motivated to use "ICL" printed materials than those being taught in "traditional" classes. Students were generally more profuse with comments in this question than other parts of the questionnaire. Some of the comments written were, "multi-media" is an excellent way of teaching--it should be used in more courses; and "learning is easier in "multi-media" and the element of a boring teacher is eliminated."

3. Does the fact that the library books are shelved surrounding the carrels encourage your greater use of library books? (i.e. use of books and other materials for reference, checking out books which look interesting, etc.)

__72__ yes

__71__ no

other comments_____

As is apparent, the students were equally divided in their response to the question. Those who wrote comments were usually negative in their response. Some of the comments were; (a) "the loss of the idea of a library has been lost with all the carrels; (b) the books serve to distract; (c) I don't look around at the books; (d) they get in the way; and (e) the books

surrounding the carrels only makes it harder to find the books."

More research needs to be undertaken to determine the validity of the student sampling reported here. If further research confirms the findings indicated in this sampling, more study of the physical plan of the future "ICL" will be needed.

4. Do you use library materials more when your classes are held in the library itself? (As compared to classes held outside the library.)

72 yes

71 no

other comments _____

The findings in this area tend to confirm the original philosophy of placing classrooms in the "ICL," although the affirmative student response was not as high as might have been expected. More research also needs to be undertaken in this area to determine the validity of the small student sampling reported here.

5. Do you use the "ICL" (library) on Saturdays?

74 yes 69 no

If "yes" for what use?

42 research 40 study

As the answers reveal, the students were nearly equally divided in the number who use the "ICL" on Saturdays and the purpose for which it is used.

The affirmative response to this question is particularly interesting since there was considerable doubt concerning the validity and expense of opening the "ICL" for Saturday use. Student answers to this question tend to confirm the need for expanded "ICL" hours.

C. "ICL" Book Circulation. A third effort to validate the effectiveness of the new "multi-media" instructional effect upon "ICL" use was the comparison of book circulation among classes using "multi-media" exclusively and those continuing to use "traditional" approaches. Those classes using "multi-media" exclusively are: (1) American History, (2) Community Health, (3) English, and (4) Mathematics. Comparison of book circulation during the first three months of the Fall semesters of 1965 and 1966 are as follows:

	Percentage Increase in Book Circulation from 1965 - 1966
History	20 %
Community Health	293 %
English	43 %
Mathematics	43 %

As shown in the statistics, the increase in circulation of books in classes using "multi-media" has not been significant except in the area of Community Health where an impressive gain has been made.

Further research should be made concerning the importance of the purposes books serve in the "multi-media" process at Mt. San Jacinto College. The research should seek validation of the effect which large book utilization has upon the academic success of the students in the Community Health classes as compared to other classes using similar "multi-media" approaches.

Summary

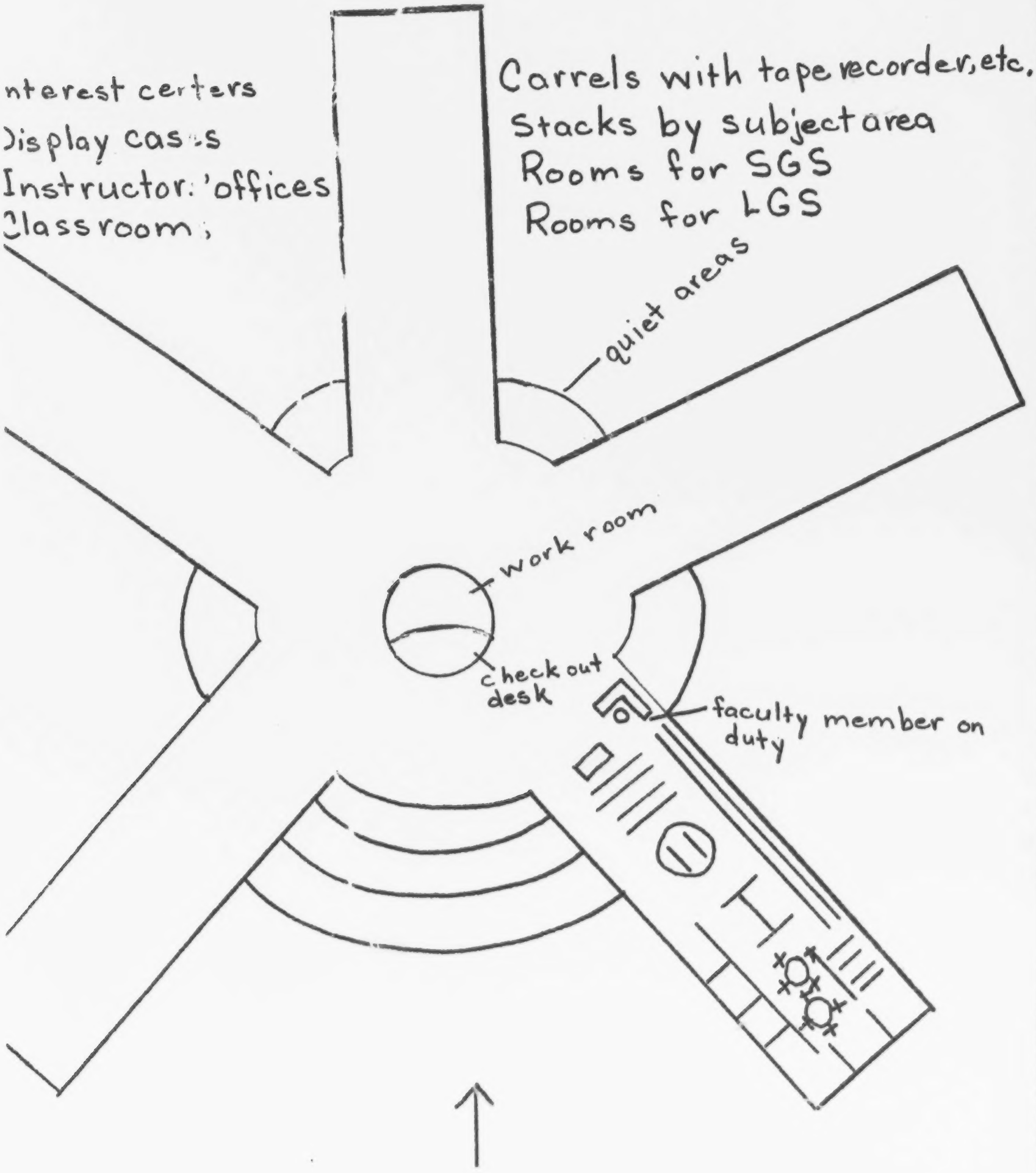
Investigation prior to construction of the experimental "ICL" revealed that little research has been done concerning factors which impel college students to use library materials. No data pertaining to students attending the junior college could be found by the writer. These factors emphasize the pressing need for research in this area. The experimental "ICL" at Mt. San Jacinto Junior College is one step in this direction, i.e., the uniting of materials and instruction in one building in an effort to determine the instructional effectiveness of such a system. The degree of success of the library-instructional system employed by Mt. San Jacinto College may well point the way toward a changing role for junior college libraries.

Schematic Plan of Future "ICL" at Mt. San Jacinto College

The degree of success of the present experimental

"ICL" may point toward a building complex such as the one which is sketched on page 32.

SCHEMATIC PLAN OF PROPOSED "ICL" AT MT. SAN JACINTO COLLEGE



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DISSERTATIONS

Hostrop, Winfred Richard. "The Relationship of Academic Success and Selected Other Factors to Student Use of Library Materials at College of the Desert." Unpublished Dissertation. The University of California at Los Angeles, 1966.

A P P E N D I X E S

LIBRARY TOOLS DEVELOPED BY MT. SAN JACINTO COLLEGE

TO HELP YOU help us build a functional collection of instructional materials, we are placing at your disposal basic tools of book selection, including general and specific catalogs, lists, checklists, bibliographies, review services and professional lists in the field. Here are some especially useful ones to be found in our library, either in the reference section of the reading room or the bibliography shelves of the work area. All you need to do is: (1) check ✓ and initial the item you wish; (2) fill out an order card for each book and turn in at main desk in library.

BASIC TOOLS

STANDARD CATALOG FOR PUBLIC LIBRARIES: comp. by Dorothy Herbert West and Estelle A. Fidell. Fourth edition. H. W. Wilson, 1959. Supplements for 1959 through 1962.

A classified and annotated list of nonfiction books recommended for public and college libraries, with full analytical index. The most important single tool for use in selecting books for the college library. It gives for each book, author, title, publisher, price, date, annotation, Dewey Decimal classification number, and Library of Congress card number. Also tells if illustrated, if it has maps, and gives recommended subject headings. A * means especially recommended by the consultants; ** means most highly recommended. The consultants are chosen with the assistance and advice of two divisions of the American Library Association: the Public Library Association and the Association of College and Research Libraries.

THE BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN. A.L.A. A Guide to current books. Published twice each month except August.

THE BOOKLIST selects, classifies, catalogs and describes the best current books in each issue. Government publications are listed periodically. Other special lists at times. Excellent annotations. Gives Library of Congress card numbers, subject headings and full bibliographical data for each book.

SUBSCRIPTION BOOKS BULLETIN -- the analytical, detailed and evaluative reviews of subscription and other reference works, clearly recommended or not recommended for purchase, are a great help in selecting important and expensive reference books and sets for purchase and use. Prepared by a voluntary committee of 35 librarians, these reviews of encyclopedias, dictionaries, atlases and collections of materials and stories for information or recreation are unbiased and critical. There is one volume compilation of the reviews from 1956-1960 and from 1960-1962.

FICTION CATALOG; edited by Estelle A. Fidell and Esther V. Flory. H. W. Wilson, 1961. 1961 and 1962 supplements.

Does for fiction what the Standard Catalog does for nonfiction. Uses same system of * and ** for specially recommended and most highly recommended. Lists and annotates over four thousand works of fiction in English, including translations.

THE READER'S ADVISER AND BOOKMAN'S MANUAL. Ninth edition, revised and enlarged by Hester R. Hoffman. Bowker, 1960.

An annotated guide to the best in print in literature, biographies, dictionaries, encyclopedias; bibles, classics, drama, poetry, fiction, science, philosophy, travel, history.

Basic humanities approach, "the literature of human thought and ideas, both the timeless and the timely."

Similarly selected, though not nearly so well annotated nor so inclusive;

THE WORLD'S BEST BOOKS: HOMER TO HEMINGWAY. Asa Don Dickinson. H. W. Wilson, 1953.

The entire volume is arranged in one alphabet, like the FICTION CATALOG. Annotations are brief, to the point.

AMERICAN SCIENTIFIC BOOKS 1962-1963. Phyllis B. Steckler, editor. Bowker, 1963.

A basic selection of scientific, technical and medical books as entered in the American Book

Publishing Record. Coverage extends to the books of all publishers, including those books printed abroad but "published" in the United States, in the sense of being offered for sale here through a single designated agent. Does not list government or business publications and most serials. Arrangement is by Dewey Decimal Classification headings to the third digit; under each three digit heading, titles are arranged by alphabetical order. Subject index, author and title index. Includes books in the fields of psychology, anthropology, chemistry, physics, mathematics and higher math, biological, botanical sciences; engineering, business, medicine, earth sciences, economics, education, electricity and electronics, etc. Not every title is annotated, but often a descriptive line is given which indicates scope and level.

REVIEW SERVICES:

Besides the BOOKLIST we take:

LIBRARY JOURNAL (Biweekly) Reviews of current books, records, articles on library and school.

THE NEW YORK TIMES BOOK REVIEW. Weekly. Reviews of current books. Thoughtful articles on trends of thought.

BOOK REVIEW DIGEST. Wilson, 1963.

Monthly, cumulative yearly. Authoritative reviews, pro and con, of fiction and nonfiction, an average of three for the former and four for the latter.

THE SATURDAY REVIEW. Weekly.

Well written reviews of current books. The magazine contains from time to time provocative articles on education and humanities.

COLLEGE AND RESEARCH LIBRARIES. Bimonthly. Published by the Association of College and Research Libraries, a division of the American Library Association.

Various issues have excellent bibliographies and reviews. Always there is a section, "Books Briefly Noted" announcing new books. Each July

issue has annotated list, "Selected Reference Books" for that year, a project of the reference department of the Columbia University Libraries. The articles often have educational importance.

FOR MORE INFORMATION ABOUT REFERENCE BOOKS:

Shores, Louis. BASIC REFERENCE SOURCES. American Library Association, 1954.

1) Describes general reference books.
2) Deals with reference sources in special subject fields: History and auxiliary subjects; social sciences; pure and applied science; the humanities: visual arts, auditory arts, recreatory arts, literature, philosophy, religion.

Winchell, Constance M., GUIDE TO REFERENCE BOOKS. Seventh edition. American Library Association, 1951. Supplements through 1962.

For quick looking up of reference works on every subject, and in many languages.

SOME SPECIAL READING LISTS:

NEIGHBOR BY ASIA. A selected bibliography of books and other materials for promoting West-East understanding among your adults. American Library Association, 1959.

VOCATIONS IN BIOGRAPHY AND FICTION. Kathryn A. Hasbich, ed., American Library Association, 1962.

An annotated list of books for young people, the majority of which are biography. Fiction is listed only where vocations are not adequately covered by biography. The list is selective, containing titles currently available; the emphasis is on vocations which have strong appeal because of their imaginative or human interest undertones.

PATTERNS IN READING. American Library Association, 1961.

An annotated book list for young adults planned around 75 "patterns" of reader interest, "to stimulate and develop their reading by providing them with an opportunity to discover for themselves books they will enjoy and interests they will wish to explore."

Library-Usuage Questionnaire

I "Traditional" Teachers*

1. Do students have regular assignments in the library or reason to go to the library for materials to complete assignments?

___yes

___no

comments_____

_____

2. Can you suggest a method of stimulating teacher-interest in motivating students to use books, periodicals, and other such instructional resources contained in the "Library-Instructional Center"?

_____

_____

_____

II "Multi-Media" Teachers

1. Do you feel that by using the "multi-media" approach to teaching your students now use the library more?

___yes

___no

comments_____

_____

2. Do you make assignments whereby students are required to do more work in the library? (In addition to using tapes, filmstrips, etc. which are class assignments)

___yes

___no

comments_____

_____

3. Does the fact that small group sessions are held in the library affect utilization of books, periodicals, etc?

___yes ___no

_____

* Please answer additional "asterisk" questions on the following page.

comments _____

_____

4. Does the library reflect the strengths and needs of the multi-media instructional program?

___yes

___no

comments _____

_____

5. What are you as an instructor doing to stimulate students to get the most out of the library?

_____

_____

a. Do you have a specific "plan" which motivates students to use the library "resources?" (books, periodicals, etc.)

___yes

___no

comments (plan, if any) _____

_____

b. What, in addition, might the students do? _____

_____

6. How can the library be used as an agency for improving teaching?

_____

_____

7. Can you suggest a more efficient or effective way of teacher-involvement in the selection of books and other instructional materials for the library than that presently used? (viz. asking the teachers to submit lists of desired books)

_____

_____

Student Questionnaire

[illegible] do your instructors in classes which are "traditionally-taught" do to encourage your effective use of the library facilities--books, periodicals, etc? (Not merely use of carrels and equipment contained therein)

Check one of the following:

a.___a great deal

b.___an "average" amount

c.___very little

other comments:_____

_____

2. What do your instructors in classes using the new "multi-media" approach to teaching (tapes, filmstrips, etc.) do to encourage you to use the library facilities--books, periodicals, etc.? (Not merely use of the carrels and equipment contained therein)

a.___More library use than in "traditional" classes.

b.___About the same amount of library assignments as in "traditional" classes.

c.___Less library assignments than in "traditional" classes. (excluding work assigned in carrels)

other comments:_____

_____

3. Does the fact that the library books are shelved surrounding the carrels encourage your greater use of library books? (e.g. use of books and other materials for reference, checking out books which look interesting, etc.)

___yes

___no

other comments:_____

4. Do you use library materials more when your classes are held in the library itself? (As compared to classes held outside the library)

___yes

___no

other comments:_____

5. Do you use the library as [illegible]

___yes ___no As you [illegible] ___[illegible] ___[illegible]

"ICL" BOOKS

AREAS OF GREATEST UTILIZATION

(Fall 1966)

Subject Areas	No. of Books
English	786
Economics	488
History	362
Psychology	287
Fine Arts	208
Health	118
Biology	94
Chemistry	61
Technical Applied Science	46
Languages	29
Business	24
Mathematics	20

Periodicals	166
Other	93
Pamphlets	10

PERCENTAGE INCREASE OF BOOK CIRCULATION

Fall, 1965 - Fall, 1966 (Sept. - Nov.)

Subject Areas	Percentage Increase
Languages	1,350 %
Psychology	342 %
* Health	293 %
Chemistry	144 %
Economics	141 %
Biology	113 %
Business	100 %
* Mathematics	43 %
* English	43 %
Fine Arts	22 %
* History	20 %
Technical Applied Science	25 % decrease

Other	258 %
Phamplets	233 %
Periodicals	87 %

---

* Classes using the "multi-media" approach.

BOOK CIRCULATION COMPARISON OF CLASSES USING "MULTIA-MEDIA "
"MULTIA-MEDIA"
"

Subject	Fall, 1965 No. of Books	Fall, 1966 No. of Books
HISTORY	302	362
HEALTH	30	118
ENGLISH	551	786
MATHEMATICS	We were unable to tabulate the books used by the mathematics students as the books they use are placed on Reserve and no record is kept of these books.	